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ABSTRACT

A discussion of the role of the student personnel worker in counseling adult students, identification of the needs of women students and the reasons they return to college, and a review of research regarding women's utilization of a student personnel department are presented. Other areas of concern addressed in this monograph include: (1) admission requirements for adult students; (2) workshops for counselors that promote sex equity; (3) existing programs which promote sex equity; and (4) legislation prohibiting sex discrimination in educational programs. Specific recommendations for change that will enhance opportunities for women in higher education are also provided. (Author)

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COUNSELING FOR SEX EQUITY IN POSTSECONDARY EDUCATION

By Delores A. Parker

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THE AUTHOR

Dr. Delores A. Parker is a counselor at Davidson County Community College, Lexington, NC. She also coordinates the Manpower Counseling Program for the Department of Educational Psychology and Guidance at North Carolina Agricultural and Technical State University, Greensboro, NC. Occasionally, she teaches counselor education courses.

Dr. Parker is a member of the American Personnel and Guidance Committee on women and a member of the Advisory Board of the Women's Educational Equity Communications Network (WEECN). She has conducted several workshops on sex equity on state and regional levels for the American Personnel and Guidance Association.

COUNSELING FOR SEX EQUITY IN POSTSECONDARY EDUCATION

Delores A. Parker

The purpose of this monograph is to discuss the role of the student personnel worker in counseling adult students, identify some of the needs of women students, present some reasons why women return to college, review research regarding women's utilization of a student personnel department, analyze admission requirements for adult students, outline some workshops for counselors that promote sex equity, review some existing programs which promote sex equity, review legislation which prohibits sex discrimination in educational programs, and offer specific recommendations for change that will enhance educational opportunities for women in higher education.

Historical Perspective

In order to gain a complete understanding of the material that will be discussed in this monograph, it is important to review briefly the philosophies which have undergirded higher education in America: the philosophy of aristocracy, the philosophy of meritocracy, and the philosophy of egalitarianism.

Higher education in America during the early years was designed mostly for male students who came from wealthy families so that they could assume their proper status in society. Some of these students had strong academic abilities while others did not. It was assumed that the poor, ethnic minorities, and women would not need an education because their status in life had already been determined by birth. However, some finishing schools were established for female students from families of the aristocracy.

The philosophy that higher education was a birthright was challenged by those who advocated that education was an earned right. Advocates of the philosophy of meritocracy emphasized that attendance at college should be determined by a person's scholastic ability and willingness to study hard. This philosophy was reiterated by the land-grant colleges and universities which encouraged common laborers to send their children who had the academic ability to schools which they could afford.

The meritocracy philosophy reached its peak during the 1950's. Students who did not have money or social status but who had academic talent and the desire to work hard were widely recruited. The meritocracy philosophy can be considered as the first effort to democratize higher education in America because it broke down barriers that had been imposed by the aristocracy. However, advocates of meritocracy also imposed certain academic barriers, which led to the widespread use of academic aptitude tests for admission. Thus, while the philosophy of the aristocracy catered to a small elite portion of our society, that of the meritocracy also catered to a small number of college-aged students.

In the early 1970's, one could see visible effects of efforts to democratize higher education with the opening of college doors to a

larger segment of the total population. The philosophy of egalitarianism (education for all) has presented many problems for educators in that they have tried to educate these new students by traditional methods. As a result of the egalitarianism philosophy, women, minority groups, and the handicapped have sought their places in the educational arena in large numbers. These groups have brought with them special problems and concerns. Some of these problems and concerns related to women will be discussed later in this monograph.

The Role of the Student Personnel Worker in Counseling Adult Students

> The far goals for adult education, and for other education, are to find the processes, the way in which we can help people become all they are capable of becoming.... To help the client achieve such intrinsic learning is the far goal of counseling. (Maslow, 1965, p. 205)

Farmer (1967) identifies three areas which should be considered by the student personnel worker in counseling with adult students: age, psychological maturity, and social roles.

Studies have shown that the adult student's ability changes with age. The Army Alpha test used during World War I, and tests conducted in 1928 by Thorndike and others, set the peak learning age of the adult student at 21 to 22 years. Thereafter, these researchers found that adult learning ability declines at an increased rate until the age of approximately 42 to 60. The early standardization of the Wechsler Bellevue moved the peak performance years to 25 to 29. This does not mean that the older adult cannot learn; it does mean that physiologically the adult's reaction time may become slower with age.

According to Farmer (1967) adult students have multi-dimensional abilities which are not indicated if only a single measurement is used. Kingsley Wientge of the University of Missouri at St. Louis (quoted in Farmer, 1967) states that new measures must be devised and standardized for adults in order to assess their academic abilities. Recent task forces and commissions are recommending that life experience be

considered in determining academic credit.

Psychological maturity is the second area which student personnel workers should consider in counseling adult students. As the person moves through the adult years, there is a diversification of abilities, skills, attitudes, and interests (Farmer, 1967). Adult students have a tendency to use what they know instead of reacting to new possibilities for action. They tend to repeat behavioral patterns even though these may limit their ability to perceive effective alternatives.

The adult's social roles comprise the third area of which student personnel workers must be cognizant in counseling with adult students. Social roles increase as adults get older. Society places certain expectations on adults as they move through different age-time zones. In addition to family responsibilities, for example, adults have obligations imposed by their jobs.

Braud (1967) perceives the role of the student personnel worker as that of a "go between"--helping the student relate his/her educational venture to the past, present and future (p. 149). The student personnel worker, according to Braud, must be alert to the needs of the student, able to evaluate the following questions in counseling the adult student:

> What does this student want and why?
>
> Does this institution offer what he is seeking?
>
> Do his ambitions seem realistic with respect to previous experience, domestic and vocational settings and finances?
>
> Does his recent work and past indicate constructive achievement and moderate progress, or possibly confusion, poor efficiency or self-defeating behavior?
>
> Does he appear informed about what he is seeking?
>
> Is he confident or diffident?
>
> Does he have any major relevant problems or handicaps?
>
> How might he best start?
>
> What administrative steps might be necessary? (Braud, 1967, p. 153)

If counselors are to provide effective services for adult students, they must be able to answer all of these questions and must also develop

certain competencies. One project that has been developed specifically for adult counselors is discussed below.

Adult Career Education Counseling Project

The Adult Career Education Counseling Project is a special project funded by the U.S. Office of Education, Division of Occupational and Adult Education, and developed by the Northwest Regional Educational Laboratory in Portland, Oregon. The general objective of the project is to pilot test and evaluate a competency-based *open-entry/open-exit* training model for adult counseling and guidance programs.

The project has four specific objectives: (a) identify the roles of counselors and staff members in adult education with counseling and guidance functions, (b) develop a set of necessary competencies for adult education counselors and staff members with counseling and guidance functions, (c) develop a process for the installation of competencies through pre- and inservice programs, and (d) test and evaluate the initial set of competencies.

The Adult Career Education Counseling project has tentatively identified 23 competencies needed by counselors who work with adult students (Hartwig, 1975):

1. Demonstrate ability to differentiate between the concepts of guidance and counseling.

2. Demonstrate ability to manage learning activities for counselor aides (paraprofessionals) in adult counseling programs.

3. Demonstrate ability to develop a team approach with administrators, teachers, paraprofessionals, resource agencies, and the like in adult counseling and guidance programs.

4. Demonstrate knowledge of community resources agencies.

5. Demonstrate ability to conduct a needs assessment survey to determine adult education guidance and counseling needs in the community.

6. Demonstrate ability to function in different adult education settings.

7. Demonstrate ability to design an adult counseling and guidance program as an integral part of an adult education program.

8. Demonstrate ability to coordinate an adult counseling program as an integral part of an adult education program.

9. Demonstrate ability to interact with local businesses, industries, and unions in order to promote career opportunities and prepare the clients for entry into the labor market.

10. Demonstrate awareness of problems such as alienation, stereotyping, and racial discrimination encountered in a work environment.

11. Demonstrate ability to counsel client regarding retirement plans.

12. Demonstrate ability to counsel client regarding leisure time and avocational activities.

13. Demonstrate ability to coordinate activities related to retention of adult students.

14. Demonstrate ability to establish short-term (1-2 years) and long-term (5-10 years) follow-up studies of adult students.

15. Demonstrate articulation of personal counseling theory and its theoretical basis.

16. Demonstrate ability to carry out a one-to-one counseling session.

17. Demonstrate ability to conduct a guidance interview to achieve a specific end.

18. Demonstrate awareness of various racial, ethnic, economic, and age groups.

19. Demonstrate awareness of adult education terminology and proposal writing procedures.

20. Demonstrate awareness of career patterns and midcareer changes.

21. Demonstrate ability to assist adult students in educational program planning.

22. Demonstrate ability to structure and conduct group sessions and counseling sessions.

23. Demonstrate awareness of budgeting and administration systems procedures.

As we approach the 80's, we may safely assume that more projects will be developed in order to assist counselors to respond to the changing needs of adult students.

Counseling Women Students

Since the early 1960's women have been returning to higher educational institutions in larger numbers than ever before. Berry (1972) declares that this increase of women students is due to awareness of the New Womanhood. She notes that women have come to realize that they lack self-fulfillment in their own lives and feel a loss of personal identity. Many are now confessing that they have lost the human contact that is normally associated with work. These women

complain that they are living only through their husbands and their children.

Friedan (1963) articulates the growing problem of women who are fed up with living solely through their families, terming it the problem of "no name" (p. 33). She feels that society cannot ignore the voices of women who are saying, "I want something more than my husband, my children, and my home." Friedan's contention is that the "no name" problem puzzling so many women today does not have anything to do with the "loss of femininity or too much education, or the demands of domesticity."

As women sought to gain re-entrance into educational institutions, counselors, administrators, and faculty realized that they were dealing with a new breed. These women were choosing to pursue majors other than the traditional ones of teaching, nursing, and social work. High school guidance counselors, also, had to become cognizant of changing trends in order to avoid exploring only traditional occupational routes with their women counselees. Requests for information about the availability of jobs, approximate salaries, and opportunities for promotion became questions frequently asked by women students.

The demand for equal opportunity to achieve educational and career goals was highlighted by the women's movement in the late 1960's which sought to eradicate barriers against job discrimination. The National Organization for Women (NOW) and a number of other groups directed attention to the plight of women in our society.

The 70's is a very challenging era for counselors and educators because they bear the primary burden of helping our society cope with the emerging "New Womanhood." Berry (1972), asserting that counselors must be knowledgeable of current trends in the education of women, lists nine activities in the areas of educational and vocational information which counselors must perform.

1. Collect materials describing emerging opportunities for women in new fields such as ecology, consumer health, home-related services, and apprentice professional training.

2. Seek, secure, and use newly developed materials and media that combat sexism by showing women in job, career, and political situations commonly reserved for men.

3. Arrange educational and information sessions to help parents understand and accept the life and career perspectives of their daughters.

4. Assist girls to make occupational choices in traditional male occupations such as dentistry, engineering, law, and medicine.

5. Motivate girls toward leadership positions and career goals that lead to the highest levels of responsibilities in private business and local, state, and federal government.

6. Provide detailed assistance with scholarship, loan, and fellowship opportunities and applications needed to support girls and women in their educational and vocational pursuits.

7. Plan community workshops and seminar sessions for employees and school placement officers to check out new job opportunities and avenues of career advancement for women.

8. Make an all-out effort to understand barriers erected by women for themselves.

9. Assist in explaining to young men, who are often baffled by the "New Womanhood," the rising vocational and career priorities of girls and women.

Counselors, according to Berry, must take steps to overcome personal biases concerning the role of women in certain career occupations. She explains that as the counselor becomes knowledgeable by reading and pursuing educational experiences, he/she will dispel such myths as Women do not want to work for a woman boss; Women take more sick leave than men; Older women workers are unattractive and inefficient; or Women suffer unmentionable, vague diseases in middle life.

Clark (as quoted in Moore, 1975) describes the cooling out process as the process of rechanneling overaspiring students from transfer programs into a terminal curriculum. He is referring primarily to low-achieving students in a two-year college. Moore states that rechanneling nontraditional career aspirations into traditional choices for women students can also be called cooling out. She articulates:

> a woman desiring to be a physician must also desire transfer to a four-year college, and to be cooled out of one is to be cooled out of the other. (p. 580)

Interviewing 62 women in three two-year colleges in New York State, Moore concluded that four basic factors serve as coolers in terms of the career education of women: parents, uncontrollable circumstances, counselors, and the two-year college.

According to Moore, the most obvious influence guiding women into traditional feminine roles is parents. Thirty-two of the women interviewed indicated that one or both parents had directly influenced their career choices. Women students felt that their parent(s) supported their career choices if the career was one the parent(s) wanted them to choose, was one that the parent(s) felt they were capable of being successful in, or was one in which a parent was already employed.

Moore found that fathers had greater influence than mothers on women's choosing nontraditional careers. The mothers who opposed their daughters' choosing nontraditional careers objected because they did not want their daughters to choose an "antisocial career" such as law, or an "unfeminine career" such as physical education, or a "too different" career such as electrical technology.

The second obstacle that keeps women out of nontraditional careers is uncontrollable circumstances. Three factors were cited as uncontrollable circumstances--money, competition, and being a woman. Money was seen by the women interviewed as an obstacle if the career was one for which there was already an oversupply of people for available jobs. The women were also concerned with having to compete both with women in traditional careers (teaching, nursing) and with men in nontraditional careers (law, medicine). Femaleness was perceived as an obstacle for women who had chosen nontraditional careers.

The third cooler as perceived by Moore is the counselor. Women in the study felt that counselors had created obstacles to their choosing careers they wanted, e.g., engineering, medicine, and law. Some women (40%) were disillusioned with their high school counselors, feeling that their counselors were "too busy, too bossy, too fixated on college admissions, or indifferent to them as individuals" (p. 582). Women enrolled in both traditional and nontraditional careers summed up their experiences with college counselors in the following ways: (1) They had not seen a college counselor; (2) They saw a counselor only for routine scheduling of courses; or (3) They went to a faculty member instead of a college counselor. Many women students had already encountered counselors who attempted to cool them out of nontraditional

careers before they reached college; therefore, they avoided counselors once they got to college. One woman summed up her feelings toward counselors in the following way: "Who needs them? They'd only get in my way" (p. 582).

The final cooler considered by Moore is the two-year college itself. College personnel, in many cases, still perceive curricula such as secretarial science, early childhood education, and other traditionally female careers as being strictly for females and do not encourage women students to seek careers in engineering technology, forestry, or animal science.

Moore's study was concerned primarily with two-year college women, but much of the information discussed here is also applicable to a four-year college or university setting.

Needs of Women Students

Social Needs

Monaghan (1974) indicates that the social needs of women are the same as those of any other human being. She conducted a study designed specifically for older women at Memphis State University, based on Maslow's hierarchy of needs, consisting of 25 questions relating to social needs, combined into a six-step hierarchy. Monaghan's study indicated that the women participants had reached a level of financial and social security such that these were no longer considered emergent needs. Needs for acquisition, belonging and achievement also had apparently been fulfilled, so that the participants considered esteem and self-actualization as their most important needs. According to Monaghan, the closeness between needs for esteem and self-actualization may be indicative of the rather inseparable relationship between them, that "there seems to be a very fine line between the desire to become, to be 'somebody,' and the desire to receive some sort of recognition for being" (p. 52).

Psychological Needs

Women who make the giant step to return to school have special needs that must be met if they are going to be successful academically.

Some of these needs must be met by the women themselves, and others by both themselves and the institution. Many women returning to school experience "role conflict, feelings of low self-worth, loneliness, goallessness, guilt, dependency and depression" (Manis and Machizuki, 1972, p. 95). Institutions of higher education should provide programs specifically for women.

In examining some special programs that have been set up by colleges and universities, one can conclude that some efforts are being made to help women students adjust to the academic setting. However, not enough attention is being given yet to the needs of women students.

This section of the monograph describes unique programs designed to help women cope with their psychological needs in three schools: Queens College of the City University of New York, George Washington University, and Western Michigan University.

Queens College. The Queens College program, "Women Involved In New Goals" (WING), includes activities designed to provide various opportunities for women to meet and establish friendships with other women students, discuss mutual problems, receive moral support, and obtain information relevant to their specific problems. It satisfies the need stressed most frequently by women returning to school: to meet others in the same situation. Activities sponsored by WING include two-hour weekly meetings, workshops, speakers, and special programs. Issues such as personal concerns about guilt and dependency, sex discrimination, and career development are discussed.

WING is operated by four women students under the supervision of Dr. Judith B. Brandenburg, Assistant Professor and Counseling Psychologist in the Department of Student Personnel at Queens. Dr. Brandenburg has identified several needs of returning women students through approximately 200 individual interviews, group discussions, and questionnaires. In response to the question, "What do you see as your goals and reasons for returning to school?", Dr. Brandenburg received some of the following answers:

"I wanted to grow up and find my own identity."
"I need constructive interests outside the home."
"I desire self-fulfillment."

"I want self-improvement, confidence, my own identity."
"I'm feeling stagnant and want a meaningful career."
"I need to find myself as a person."
"I seek financial independence, meaningful employment."

Brandenburg says that because many women go directly from being dependent upon their parents to becoming dependent on their husbands, they do not acquire their own identities. She states that women must strengthen their abilities to assert themselves and make decisions. These abilities are necessary if effective learning is to take place and if women are to be able to analyze information, attack problems, and read critically.

The psychological needs of women students identified by Brandenburg are also supported by Friedan (1963), Berry (1972), and the writer. In interviewing 18 women students at Davidson County Community College, the writer found that 75% of the women felt that they needed self-fulfillment and self-confidence before they could consider themselves to be successful human beings.

George Washington University. George Washington University has begun a program called "Lifeline" which emphasizes the importance of the undergraduate years. Letters are written during the summer by junior women and mailed to incoming freshmen women. The letter and a reading list serve as preparatory material for the freshmen women's assembly held during orientation week. During the assembly, freshmen women are asked to consider their college years as a means of establishing values that will enable them to be molders, not passive accepters, of their environment (Kirkbride, 1966).

Project Lifeline encourages women to obtain formal education and to keep intellectually abreast of the times during their childrearing years. They are made aware of various reasons why women enter or reenter the labor force, such as widowhood or the increased cost of educating a child, and of the increasing numbers of women who are faced with the need, as well as the desire, to work.

Junior women with the assistance of faculty members lead panel discussions which focus on problems women encounter in combining marriage, education, and work; society's perspective on women in the

labor force; and women's contribution to the world of volunteer work. Discussions center on women most affected by the social changes of the last quarter century--married women in their 30's whose families no longer demand most of their time. Students are encouraged to evaluate each panel discussion and to make suggestions for future panel discussions based on their needs.

Western Michigan University. The Counseling Center at WMU in cooperation with Division of Continuing Education in 1970 initiated a workshop program called "Search For Fulfillment: A Program for Adult Women." The program has two main objectives: to remove the psychological blocks that keep women from the choices they need to make to change life styles; and to give women the opportunity to assess reality, their own skills and abilities, and the opportunities available to them in their communities.

Each workshop consists of at least 36 participants, divided into small groups of six participants, each led by two women facilitators who can provide role models. The average woman applying for Western's program is 38 years old and the mother of two or three children, of whom the youngest is approximately nine years old. The majority of the women participants have attended college previously.

Academic Needs

In addition to the psychological needs discussed above, women students also have academic needs that must be fulfilled if they are to be successful in completing the requirements for a degree. Hipple and Hill (1973) articulate that women students' academic needs include exposure to career alternatives, exposure to female models, and academic preparation to pursue a profession in the sciences. In a survey of women who were planning to continue their education at the University of Idaho, Hipple and Hill found that 37% of the women wanted assistance with study habits and techniques, 61% wanted information about occupational opportunities, and 53% wanted to gain a better perspective on the role of women in society.

Reasons Women Return to School

This section briefly summarizes some reasons women return to school. The reasons cited here were drawn from a search of the literature, interviews with women students, and interviews with student personnel workers. The following reasons appear to be those most frequently articluated by women: self-fulfillment, a desire to enter the labor force, dissatisfaction with the traditional housewife role, fulfillment of a long-standing desire to return to college, independence of children, financial reasons, and job promotion.

Do Women Students Utilize a Student Personnel Department?

In attempting to determine whether women returning to college utilized the student personnel department, the author researched the literature and interviewed both women students and student personnel workers. The results of these techniques appear to contradict each other. Hipple and Hill, for example, found that women students at the University of Idaho seek professional counseling more than men. They found that while only 31% of the student body were women, 40% of the clients at the University's counseling center were female. According to these authors, 55% of the female clients wanted assistance with personal adjustment problems, an indication, according to these authors, of the degree of stress women feel. Moore (1975), on the other hand, concluded that women returning to school did not utilize the student personnel department because they had had unpleasant experiences with counselors in high school and therefore avoided them in college.

In interviewing 18 women students enrolled part-time in the evening program at Davidson County Community College, the writer found opinions divided almost evenly. When asked whether they had used a student personnel department and related questions, ten of the participants did not know what it was or where it was located, and did not realize that the admissions office was a part of the student personnel department. Eight of the women interviewed knew what the

student personnel department was and had used it. No specific conclusions can be made because the participants interviewed represented such a small sample of the total woman population at Davidson.

Four student personnel workers were also interviewed to obtain their opinions on whether women students use a student personnel department: two from Meredith College, one from North Carolina State University, and one from Davidson County Community College. The consensus was that women students do use a student personnel department.

One may conclude from the above that some women students do make use of a student personnel department; however, the extent to which they use it cannot be assessed from the limited amount of information presented here.

Admissions Requirements

As more and more women (and other adults) return to higher education, the time is imminent when admissions directors will have to review their admissions requirements. Not only are many of the existing requirements somewhat threatening to adult students, they are also youth-oriented. Many adults become so disillusioned with all of the required forms that they decide not to continue their education. Cless (as quoted in Moore, 1975) indicates that some admissions requirements are either irrelevant or impossible for adult students to fulfill. She has labeled some of these "road blocks," e.g., requests for letters of recommendation from recent instructors, required passing of examinations that assume the adult applicant has been exposed to facts regularly, and the difficulty of transferring credits from one institution of higher education to another.

Brandenburg (1974) notes that alternate ways are needed to evaluate women returning to school after an extended absence. She feels that tests such as the Scholastic Aptitude Test and the Graduate Record Examination may discriminate against older women because they assess skills that may not have been used for several years. Brandenburg suggests giving "life experience credit" for experiences outside of the formal educational setting or using the College Level Examination

Program (CLEP) and the College Proficiency Examination Program (CREP) as possible solutions to the problem of evaluating women for admissions purposes. Brandenburg sums up her remarks regarding admissions requirements for women in the following statement:

> Meeting the needs of returning women regarding admissions does not imply lowering standards or accepting all mature students.... It does, however, suggest more accurate and valid consideration for the person seeking admission. (p. 15)

Waters (1971) was interested in finding out how colleges and universities handled their adult (30 years or older) applicants. She developed a questionnaire concerning the general treatment of adult applicants in reference to testing and the evaluation of life experience and mailed it to admissions directors of 58 four-year colleges and universities from five states--California, Georgia, Illinois, Massachusetts, and Michigan. Forty-five of the 58 questionnaires (76%) were returned to Waters.

The following table summarizes responses to some of the key questions raised by Waters:

Table 1.

Responses to Selected Questions for Admissions Procedures for Adults

N=44	Yes		No		Not Answered/ Not Applicable	
	No.	%	No.	%	No.	%
Do you have an upper age limit beyond which students cannot be admitted to your school as undergraduates?	1	2.3	43	97.7	0	--
Do you attempt to evaluate life experiences in deciding whether, or at what level, to admit undergraduates?	20	45.4	23	52.3	1	2.3
Does the age of the applicant have any bearing on the tests he is asked to take?	10	22.7	32	72.7	2	4.5
Is there a particular admissions officer who handles all adult applicants?	9	20.5	35	79.5	0	--
In general, are your admissions procedures any different for adult applicants than they are for younger applicants?	10	22.7	34	77.3	0	--

Waters also reported that 11 schools were using the CLEP in evaluating adult applicants and in giving credit for course work outside of the formal classroom setting. Two schools were using the "Quick Word Test," a vocabulary test designed to estimate an adult's mental ability. The College Qualification Test had been used by two schools. The test of Adult College Aptitude developed at Washington University had not been used by any of the responding institutions.

In addition to having problems meeting traditional admissions requirements, women are faced with the problem of qualifying for available financial aid. Guidelines for financial aid usually require that the student be enrolled full-time (12 hours or more), and many women wish to attend part-time. Many women who do attend full-time do not qualify for financial aid because their husbands' incomes are too high. Yet, the husbands may not be able to contribute financially to the

education of their wives because all of their money is needed to support the family. Therefore, women students are often forced to take out loans to finance their educations.

A comparative study of men and women receiving financial aid was done in 1969-70 by Cross (in Furniss, 1972). The study pointed out that women receive smaller grants and scholarships than men, take out larger loans, and if they are fortunate enough to find jobs, work for smaller wages. The study further indicated that "institutional grants . . . averaged $671 for men and $515 for women even though there was no significant difference in the socio-economic status of women and men who participated in the study" (p. 53).

Workshops for Counselors That Promote Sex Equity

The Association for Counselor Education and Supervision (ACES), a divison of the American Personnel and Guidance Association (APGA), has developed training modules for two-hour, one-day, and two-day workshops in a handbook entitled, For Women and For Men: Sex Equality in Counselor Education and Supervision (1978).[1] The workshops are designed to be used by counselor educators and supervisors in their work with students, colleagues, teachers, counselors, and administrators.

The ACES Commission on Sex Equality Concerns used several criteria in selecting material to be included in the handbook: (1) easily integrated into an already existing counselor education curriculum; (2) easily added to an ongoing inservice program for counselors; (3) usable with counselors in both school and agency settings; (4) teachable by someone with minimal experience as a workshop leader; (5) usable without requiring a large amount of materials or expenditure; (6) inexpensive to distribute to ACES members and others; and (7) easily disseminated through national, regional, and state ACES channels (ACES, 1978, p. ii).

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[1] Information and resources regarding the following workshops may be obtained by writing to: Association for Counselor Education and Supervision, Two Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041.

During the 1978 APGA convention in Washington, D.C., ACES offered the two-day training module as a preconvention workshop. The APGA Committee on Women conducted workshops in four regions of the United States during the fall leadership workshops, using material from the two-hour module.

Outlines for the three module training workshops are given here in the hope that readers of this monograph will implement one or all of the workshops in their own work setting.

TWO-DAY TRAINING MODULE

An extensive description of the two-day module follows. Material from this experience can be adapted to the other two, shorter training modules.

Day One

9:30 I. Introduction

Purpose: To give participants an opportunity to begin to know their trainers, and to learn about ACES as a professional organization and the goals of the workshop.

A. Introduce leaders. Talk about your style of teaching/leading a workshop. What can participants expect of you? What will you expect of them?

B. Present information on ACES and on the make-up and work of the ACES Commission on Sex Equality Concerns.

1. ACES is a division of APGA with over 4,000 members. Members include directors of guidance, college and university teaching staff, head counselors, directors of clinics, and supervisors of professionals in scouting, YM and YWCA's, girls' and boys' clubs. Members receive the bi-weekly APGA Guidepost, the quarterly ACES Newsletter and the bi-monthly ACES Journal.

   There are five regional divisions of ACES (North Atlantic, Southern, North Central, Rocky Mountain, and Western) and 41 state divisions. All hold annual conventions or meetings.

2. The Commission on Sex Equality Concerns was begun in 1976. It has a national chairperson and one or two regional representatives from each region. An attempt has also been made to have commission representatives in each state ACES division. For the past two years, regional and state representatives

have presented programs on sex equality concerns at their groups' annual conventions. Commission members are also attempting to receive commitments from several colleges and universities, school settings, and agencies in each state to offer training in and support for sex equality. The thrust of this effort in sex equality is for males as well as females, even though at the present time in our history more emphasis is being placed legislatively and socially on women in an attempt to help them catch up.

People interested in working with this commission are encouraged to contact their state and regional representatives for the national chairperson.

C. Provide rationale. Counselor educators and supervisors have as their goals the self-realization and full development of each individual, while also recognizing the interdependence of individuals necessary for the enhancement of society. Counseling theory and practice recognize the importance of choice and decision-making, feelings of self-worth and autonomy, and equal opportunity for career development. The full development of each individual is obviously not possible within a sexist society. It is for this reason that counselor supervisors and educators need to inform themselves about this issue and undertake training to help reduce sex-role stereotyping.

D. Outline goal and objectives. Use this time to expand briefly on each objective--why it's important and how it relates to the training.

1. Goal: To increase sex equality in the training and supervision of counselors.

2. Objectives: To help each participant to:

   a. Increase awareness and examine personal attitudes relating to female and male roles.
   b. Examine his/her work setting for possible sources of sex role stereotyping.
   c. Acquire specific strategies and techniques for the reduction of sex discrimination in counseling.
   d. Increase knowledge of the impact of recent legal and economic changes relating to male and female roles.
   e. Gain information about recent research, curriculum materials, and audio-visual aids that relate to sex equality concerns.
   f. Affirm or reaffirm a personal commitment to reduce sex role stereotyping in his/her work setting.

g. Modify, where necessary, existing curricular areas to reflect more sex-equal practices; e.g., testing, career education, theory and techniques.

9:40 II. Orientation

Purpose: To deal with the business details of the workshop.

This is the time to take about five minutes to deal with the small procedural details that often occupy participants' minds if not addressed early in the workshop. So, talk about:

A. The day's time schedule.

B. The importance of starting and ending on time.

C. The location of the rest rooms.

D. Rules/agreements about smoking.

E. Breaks and refreshments.

F. Any workshop changes.

G. Arrangements for lunch.

9:45 III. Community Building

Purpose: To get to know each other better so that participants work together better to help each other learn. To increase their awareness of how they describe themselves in ways which relate to their maleness and femaleness.

A. The entire group should pair off. Ask participants to take a small risk and select persons they don't know or whom they don't work with every day and, if possible, who are of the opposite sex.

B. Partners should stand facing each other with a little distance in between.

C. One person asks the other "Who are you?" The other person responds with one word or phrase. The first person repeats the question; the second person responds with a different word or phrase. Ask only the single question, "Who are you?" Allow three minutes; then switch roles and allow three more minutes.

D. Debrief/Discuss

1. Give each pair the opportunity to sit down and share what this exercise was like for them.

2. After about four minutes engage in a discussion with the entire group.

a. What did they learn?
b. What kinds of things did they start with?
c. Did they increase their awareness of themselves or others?
d. What kinds of things were used to describe themselves that related to their femininity/masculinity?

This exercise is borrowed from the SEGO Project Handbook for Workshops on Sex Equality in Education, p. 75.

10:00 IV. Facts I Thought I Knew About Sexism In Society/Education/Counseling

Purpose: To help participants become aware of what their assumptions are about the ERA, Title IX, and men and women generally, and if these assumptions are correct or incorrect. To explore how these assumptions affect participants' counseling and role modeling and how participants might counteract them if they are incorrect.

A. Give each participant a copy of the "Questionnaire" containing ten true/false questions. Ask each person to take five minutes to answer the questions.

10:05 B. With the entire group, give the answer to each item, taking two to three minutes to expand on each. You might use the following questions to do this:

1. How might the assumptions I've made about each of these items affect my counseling?
2. How might the assumptions I've made affect my role modeling?
3. How might a counselor counteract a faulty assumption?
4. If you are a counselor who knows that a married woman can be expected to work an average of 25 years, how will this affect your counseling with early adolescent females, late adolescent females, middle-aged females?
5. If you believe that Title IX only prohibits discrimination against women how does this affect your support or use of this legislation?
6. If you believe more women than men are in mental institutions, do you expect more of your female clients to be "really crazy"?

10:30 *Break*

10:45 V. Individualizing Sexism or Sex Equality Experiences That Have Made An Impact On Me

Purpose: To sensitize group members about sexist incidents that influence individual behavior.

A. Form new groups of four persons, preferably two females and two males who do not know each other. Allow members several minutes to introduce themselves briefly.

B. Give each participant a copy of the handout, "Individualizing Sexism." Go over the directions and ask each person to complete the graph individually. It is often helpful if the trainer fills in a chart of his/her own which shows several examples, as this will usually trigger some responses and participants will be able to complete their own chart more rapidly.

10:55 C. Ask each person to take about five minutes to share one or two experiences from their graph with other members of their small group. Remind people when each five-minute period is up so that the groups move along.

D. Again, individually, each person should complete the statement, "Counselors discriminate when the . . ." Sharing should then take place in the groups of four. One alternative would be to have each group list the ways of discrimination on newsprint, taping the responses from all groups up on the wall. Discussion could then follow on the most commonly listed ways.

E. Each person should individually complete the statement, "As a professional, I discriminate when I . . ." Ask people to look at the ways listed in exercise D and honestly evaluate themselves. This third exercise need not be shared with the others in the group.

11:35 F. Large Group Debrief/Discuss

1. What did you learn from this exercise?
2. Are you motivated to do anything about your own and others' sexist experiences?

11:45 VI. <u>Title IX, ERA, and Sex Stereotyping</u>

Purpose: To give information about Title IX and the ERA and to increase participants' awareness of how their values affect their thoughts and actions about Title IX and the ERA.

Understandably, 45 minutes is not very long to devote to these important topics. The assumption is made that participants will have had some previous exposure to these issues, and if they haven't, that this exercise will give them a good foundation in the information and values relating to these issues. You will not have time to use all the options in this section. Choose items most appropriate for your group.

A. Option One

1. Form new groups of four, again preferably two females and two males who do not know each other. Allow group members several minutes to introduce themselves briefly.
2. Have each member individually (not to be handed in) write, "What I know about Title IX."
3. Have each member also individually write, "What 'bugs' me most about Title IX."
4. Give each member a copy of the counseling section of the Title IX regulations.
5. Encourage groups to talk with each other about their individual perceptions and problems concerning the counseling section of Title IX. Have them define and write down problems they have regarding compliance or agreement with these regulations. These could also be written on large sheets of paper and hung around the room.
6. Large Group Debrief/Discuss
   a. Ask each group to share one of their problems or select one from those posted around the room.
   b. Initiate a discussion to see if others have a solution to the problem, are experiencing the same problem, or know where to go for help in solving the problem.

B. Option Two

1. Show the filmstrip "Title IX and the Schools." Following this, proceed with sections 4, 5, and 6.

C. Option Three

1. Values and Title IX/ERA. Several options are available around the use of the handout, "Statement on Title IX and ERA."
   a. You might do "values voting," where the trainer reads each of the 18 items and asks participants, without comment, to hold their thumbs up if they agree, thumbs down if they disagree, and thumbs turned sideways if they are uncertain.
   b. Following this, depending on the size of the group, you might have large or small group discussions about the feelings raised by this exercise, about how to gather factual data which support or dispute these statements, and about how to deal with others whose opinions are based on misinformation.

12:30 *Lunch*

1:30 VII. <u>Experiential Techniques You Can Learn and Take Back to Teach Your Counselors and Students</u>

Purpose: To demonstrate and provide participants with some experiential techniques they can use in their work settings. To help participants become more aware of how sex stereotyping and attitudes toward sex equality affect counselors.

You may choose to use the included role plays in several different ways depending upon the size and composition of the group.

A. Option One (small groups)

1. Ask participants to form groups with four to five people they have not previously met, all groups containing some males and some females.
2. Each group should be given copies of the same role play. One person is the counselor and one to two persons are the client(s). The remaining one to two people in each group are observers. Allow five to ten minutes for each role play.
3. After each role play ask each small group to discuss with one another what happened, using the discussion questions as guidelines. Allow five to ten minutes for each discussion.
4. With the entire group ask for a summary of particularly pertinent points from each small group.

B. Option Two (large group)

1. Ask for volunteers from the large group to role play one of the scenarios in front of the entire group.
2. Then lead the discussion with the entire group using the discussion questions as guidelines.

C. Option Three

1. Have the group do several role plays and then in small, similar-interest groups, write new role plays which could be used in their work settings. These could by typed and distributed to all workshop participants.

D. Option Four

1. Do something with or mention stimulus videotapes, movies, or audiotapes.

2:45 *Break*

3:00 VIII. Counseling Interventions for Nontraditional Career Choices

Purpose: To demonstrate one or more methods of helping counselors increase their awareness of the effects of their interventions on the career choices of their counselees.

Several options are presented to deal with this topic in this time frame. Your choice of one or a combination may depend upon your accessibility to the resources and the composition of your group.

A. Panel Discussion

1. Ask two females and two males who are in non-traditional jobs if they will participate in a panel discussion designed to inform counselors about the pro's and con's of their jobs and what help counselors could have been or might still be. The trainer serving as the moderator of the panel may say:

   a. Describe your job. Tell us what it is that you do.
   b. How did you happen to choose this job? What factors most affected your choice?
   c. What help, if any, did you get from any kind of a counselor--high school, college, employment service, agency--in making this choice?
   d. What are the positive factors associated with being a male/female in your job?
   e. What are the negative factors associated with being a male/female in your job?
   f. What could counselors do to be more helpful in assisting people who are considering nontraditional career choices?

2. The panel may then lead to questions from and discussion with the workshop participants.

B. Film(s)

1. You may show one or more of the following films as a:

   a. Prelude to the panel discussion.
   b. Stimulus for small and/or large group sharing and discussion centered around the material presented in the films.
   c. Way to allow participants to preview and evaluate materials which they might use in their own work settings.

2. Ask participants to make a list, between now and tomorrow morning, of the examples of sex role stereotyping they observed.

3. Ask participants to team up with someone of the opposite sex to do something "untraditional." Examples might include: the female partner opening the door for the male; the female making a sexist remark within hearing distance of others; the male carrying his briefcase while the female carries the heavier suitcases; the male complaining to the desk clerk of a mouse in his room while the female attempts to calm him and make light of it; both partners entering an elevator and facing the back rather than the front. Participants are to observe the reactions of those around them to their "untraditional" behavior and report this in the morning.

4. The following films are suggested for use in this section. You may know of others which would also be appropriate.

   a. "Anything You Want To Be" - a 16mm, 30-minute film available through any office of the Bell Telephone Company. It shows women and men in nontraditional jobs.
   b. "Women in Management: "Threat or Opportunity" - a 29-minute film produced by Barbara Jampell, CRM/McGraw-Hill Films, 110 15th Street, Del Mar, California 92015.

4:15 IX. First Day Evaluation

Purpose: To receive feedback on how the activities of the day were received and perceived by participants.

A. Ask each participant to write their answers to the following sentence stubs and hand them in. You may receive more honest answers if participants do not put their names on papers.

   1. "I learned. . ."
   2. "I liked. . ."
   3. "I didn't like. . ."
   4. "I wish. . ."
   5. "Other comments/questions. . ."

X. Homework

Purpose: To help participants begin to take the information and awareness they have learned in this day's training and apply it in real life. To have fun.

Day Two

9:30 I. Share/Debrief Homework

Purpose: To allow participants to share and comment on their homework activities and observations and to energize the group for the morning's activities.

A. Begin this section by asking:

1. "Why did we ask you to do this homework?"
2. "What did you learn?"
3. "Will any of the observations you made or information you learned be of help to you in the future?"

B. Encourage participants to volunteer to share briefly their comments and observations on their homework relating to your questions. Your role as trainer is to actively listen, clarify, and facilitate.

9:45 II. Male Stereotyping

Purpose: To increase participants' awareness of their own and other stereotypes of males and masculine behavior and how these stereotypes affect their counseling and role modeling.

A. This section may be done in several ways depending upon the overall size of the group and/or the number of men in the group.

1. Option One

a. Ask the group to form groups of four-five with some men and women in each group.
b. Ask the men to describe a personal experience in which they felt expected to display masculine behavior.
c. Ask the women to describe situations in which they would expect masculine behavior.
d. With this as a beginning, ask each group to discuss and write on large sheets of paper societal definitions of what a man is and what masculinity is.
e. Post these definitions around the room.
f. Facilitate a discussion around these definitions with the entire group. This is primarily an open-ended discussion. You are not trying to agree upon the definition of what a man is and what masculinity is. You are looking at what people's ideas are and how much they agree and disagree.
g. Ask participants how their ideas on maleness and masculinity affect their counseling. Ask participants how their ideas on maleness affect

their role modeling--particularly in relation to their counselees, students, and people they are supervising.

2. Option Two

   a. From the large group ask for four or five male volunteers to describe briefly a personal experience in which they felt expected to display masculine behavior.
   b. Ask for four or five female volunteers to describe briefly situations in which they would expect masculine behavior.
   c. Go back to d and e in Part A above or ask the large group to brainstorm societal definitions of what a man is and what masculinity is while you write them on the blackboard or large sheets of paper.
   d. Proceed with f and g in A above.

10:30

B. Show part 3, "The Masculine Image," of the filmstrip series Masculinity by Warren Schloat Productions, 1974, 150 White Plains Road, Tarrytown, New York 10591. (This is a series of four filmstrips and cassette tapes which focus on the study of men today, their roles, and their impact upon the world in which they move. Masculinity discusses the validity of certain long-held assumptions about men and masculinity, the degree to which myth and traditional stereotypes have influenced these assumptions, and what options and new directions men now have open to them.)

C. After viewing the filmstrip, ask some of the following questions:

   1. Whom do you most admire? Why? Generally speaking, are men your heroes? Women?
   2. Do men and women tend to have similar images of masculinity? Are these images affected by whether the person who has the image is white, black, native-born, foreign, Jewish, Christian, rich, poor?
   3. What things do the James Bond image, the Mick Jagger or Burt Reynolds image, the Playboy image, and the Astronaut image have in common?

10:55

D. Distribute the handout, "Some Damaging Effects of Sex Stereotyping on Boys and Men."

11:00 III. Relationship of Sexism and Racism

Purpose: To raise the issue of the relationship of sexism and racism and how both of these create a barrier in counseling.

It is important here to tell the group that the brief amount of time devoted to this issue is not intended at all to demean or minimize the importance of racism for counselors. Since this workshop is dealing with sexism, it is intended that this topic be introduced as a related issue, but not dealt with in detail.

A. Explain the purpose of this section to participants.

B. Give each participant a copy of the handout, "Sexism-Racism" and ask them to read it quickly.

C. Ask for comments, questions, agreement/disagreement from participants.

11:15 IV. Female Stereotyping

Purpose: To increase participants' awareness of their own and other stereotypes of males and masculine behavior and how these stereotypes affect their counseling and role modeling.

Three separate options, with possible combinations to make others, are offered in this section.

A. Option One

1. Ask participants to form into groups of four, preferably with two males and two females and with people they don't know well.

2. Give participants several minutes to introduce themselves.

3. Give each participant a copy of the handout, "You Women Are All Alike."

4. Ask each small group to do the following things:

   a. Look at the attached sheet.
   b. Discuss the attitudes behind such comments.
   c. Think of a woman friend--how many comments do you think fit that person?
   d. Do you use any of these statements at any time?
   e. Make up a similar sheet for men. Discuss the attitudes behind such statements. Ask participants to hand in one sheet from each group which could then be typed, duplicated, and distributed to the rest of the members of the large group.
   f. What are you going to do about it?

5. Large group debrief/discuss. Ask for "What did you learn?" comments from the entire group.

B. Option Two

1. Give each group member the handout, "Opinionnaire."

2. Ask each group member individually to complete the "Opinionnaire."

3. Have each score the "Opinionnaire" as follows:

   a. Discount items 7, 13 and 16
   b. Score all items but 19 and 20 as follows: SA-1, A-2, U-3, D-4, SD-1
   c. Score 19 and 20: SA-5, A-4, U-3, D-2, SD-5

4. Have each participant add up her/his total score. Divide the total group into three groups based on a low, medium, and high range of scores.

5. Have each group discuss:

   a. What they think each of the other two groups is like.
   b. What they think each of the other two groups think <u>they</u> are like.

6. Share each group's perceptions in the large group.

7. Now redivide the group into subgroups of four-five, each of which is composed of members of all three of the "stereotype" groups.

8. Have members write down individually three things which influenced them to become the man or woman they are today.

9. Share these in the small groups.

10. Debrief in large group:

    a. What happened?
    b. What did you learn?
    c. What was different between the large group and the small group?

    Hopefully, the point made will be that when we meet and listen individually to people we have stereotyped, we find their experiences not too different from our own.

C. Option Three

1. Show the film "We Are Woman" with Helen Reddy, 30 minutes, produced by Motivational Media, Inc., La Jolla, California.

2. Facilitate small and/or large group discussion by focusing on the following questions relating to the film:

   a. Were you surprised at any of the statistics?
   b. Did you disagree or feel negatively about anything in the film?
   c. In thinking about "women's liberation," what's in it for men?
   d. How might you use this film?

12:30 *Lunch*

1:30 V. Integration of Sex-Fair Guidance Into Continuing and Graduate Education for Counselors

Purpose: To help participants learn more systematic ways for assessing sex role bias in the counseling process, career materials, interest inventories, and vocational education.

This is a relatively short section in which the trainer is primarily concerned with presenting people with materials for assessing sex role bias and for stimulating their interest in applying the material in their work setting.

A. Option One

1. Ask participants to form into groups of four, preferably with two males and two females and with people they don't know well.
2. Give participants several minutes to introduce themselves.
3. Give each participant a copy of the four handouts, "Checklist for Assessing Bias in the Counseling Process, in Career Materials, in Interest Inventories, and in Vocational Education."
4. Ask each group to read, discuss, and critique these handouts together, beginning with those areas which are of most interest to them. Ask them to focus on some of the following:
   a. Should any item be added or deleted?
   b. What are some realistic ways to insure that preservice and inservice counselors will use these checklists?
   c. Once we discover, by using the checklist, in what areas sex role bias is still present, what can we do to reduce it?
   d. Which items on the checklist are the most difficult to change or deal effectively with?
5. Option Two
   1. The same process could be followed with the large group reading, discussing and critiqueing the handouts.

VI. The Influence of Power in Dealing With Individual and Institutional Sex Equality Problems

Purpose: To encourage an awareness of how to gain power which is defined arbitrarily on the basis of gender.

A. Mini-lecture. Begin this section with a brief presentation of some of the aspects of power. Several examples are included to help you do this. You may have other material which you have used effectively in the past and think is appropriate here.

1. *Example One*

The feeling of helplessness which results from a lack of control over one or many aspects of an internal or external environment can be overwhelming. Each of us can perhaps recall such an experience--for some it was temporary, for others of longer duration. Rollo May has identified two methods of responding to a lack of power--violence and anger/depression.

One of the purposes of this workshop is to encourage an awareness of how to gain power which is denied arbitrarily on the basis of gender. Those who maintain female and male stereotypes also prescribe gender-appropriate behavior, which, by infringing on the individual's right to choose, makes it more difficult to take control and gain some power.

Power, or the idea of power, is very appealing to some, anathema to some, and to others it may seem like an impossibility. What does power mean to you? Do you have some say and make choices among alternatives in your personal, social, and economic life? How much power do you want? How do you get it? Do others have to be hurt along the way? Is power wielded beneficially or detrimentally according to the individual? Where are the limits--are they self- or other-imposed?

Most of the institutions in our life--family, school, government--are hierarchical in structure. Where are you in that hierarchy? Are you comfortable there? Do you feel competent, appreciated, content? Will there always be people who do not gain power because of the hierarchies?

The potential outcomes of counseling are the individual's re-discovering of strengths and abilities, the learning of new skills, and increasing beneficial interaction with the environment. In order to gain the power a person requires for self-respect, self-maintenance, and the satisfaction of social and economic needs, the present power structure must be examined. The gaining of some control

by individuals or groups will disrupt and disturb previous power structures with which some people are very comfortable. The risk involved is as great for those who will have to share or lose some power as it is for those who hope to gain some. Both parties have to abandon the security of the known and recognizable structure. Are you willing to take the risk?

2. *Example Two*

Write on the blackboard "Arbitrary Authority" and "Natural Authority." Ask participants to define what they think each of these terms means.

Arbitrary authority is that which is arbitrarily assigned or given to me by the title or nature of my position. Principals, professors, directors, even parents have arbitrary authority. The power which comes with arbitrary authority is derived from fear and dependency. I am dependent on my teachers for a grade, on my supervisors for evaluation or reemployment or a salary increase, and on my parents (if I am a young child) for food, clothing, and shelter. I am fearful that if I do not do what they wish I will not receive these things.

Natural authority is that which I earn because of my expertise and knowledge. I know something that you want to know. You are willing to listen to me and do what I ask because you will learn from me. I am qualified because of my knowledge and experience to be your supervisor/leader. You are willing to have me direct the program, assign budget priorities, and evaluate staff. The power which comes from natural authority is derived from influence and persuasion. I have the ability to influence and persuade, not force, you to do something.

Although counselor supervisors and educators possess both arbitrary and natural authority, they would be wise to consider the consequences of using each. The associates of an arbitrary leader may have feelings of resentment and anger toward the leader, may become dependent upon the leader's approval before they dare to initiate anything on their own, and may passively work to avoid or disobey directives without making it appear as if this is what is happening. Associates may escape from arbitrary authority by seeking other employment or mentally withdrawing from their circumstances. They may join forces with other underpowered persons in an

attempt to use their collective power to overpower the leader of the favored group.

The associates of a leader who uses natural authority are asked to become involved democratically and collaboratively in the decision-making and problem-solving process. They are asked to contribute their expertise and knowledge.

Persons or groups whose power is derived solely from arbitrary authority may have their power extinguished or diminished. Persons whose power is derived from natural authority tend to retain it throughout their lives.

B. Power Exercise: 1-2-3-4 Game

1. Ask for four volunteers to participate in this exercise. [If you can "volunteer" four people whom you perceive to be fairly competitive, this exercise will "work" (help you make the point) better.]
2. Place four chairs in a circle facing each other and ask the volunteers to take their seats on the chairs.
3. On the floor in the middle of the group, place four folded pieces of paper, each piece containing a 1, 2, 3, or 4 written inside. Explain to the four volunteers that each piece of paper contains a number from 1 to 4 on it, and that each number represents shares of power.
4. Ask participants to pretend that there is $50.00 in the kitty, and the object of the game is to get the money. To get the money, people have to put their numbers together to make a 6 or 7. For example, the 4 can go with the 2 or the 3; or the 1, 2, and 3 can put theirs together. (All four of them can never go together.) They will have to bargain and make deals to decide who will go together and how much of the $50.00 each will get.
5. After you have given the directions, tell them to draw numbers and read them aloud. Explain that they will have two minutes to make their bargains, and that they will play five rounds, each time redrawing a number.
6. Ask the remainder of the large group to observe the four people in the group.
7. On the blackboard, keep track of which number each person draws for each round and the amount of money each person earns on each round. The board would look like this:

Round	Mary	John	Tom	Susan
1	1	$25 4	2	$25 3
2	3	$35 2	1	$35 4
3	$10 1	$45 3	$45 2	4
4	2	$60 4	1	$60 3
5	$75 4	1	$75 3	2

8. Increase the amount of money in each round: Round 2--$70; round 3--$100; round 4--$120; round 5--$150. (Using ten-dollar bills in play money often increases the motivation.)

9. Remember after each round to collect the slips, mix them up, and have each person draw again.

10. In the debriefing, write on the board, "How did it feel to be a . . ."

    1? 2? 3? 4?

11. Ask the observers first, then the volunteers, to suggest statements about how it was to be a 1, 2, 3, and 4. You may get responses like, "Four is powerful--you are in great demand," or, "One is helpless, and no one will deal with you. You have to use special techniques to override another number," or, "Two had a little power, but has to move fast to join with someone."

12. After summarizing their statements (emphasizing that a number on a piece of paper made people act in certain ways), ask the participants if they can think of areas in which people have the feelings of oneness, twoness, threeness, or fourness. You may want to list these areas on the board. Participants will probably suggest areas such as race, sex, I.Q., nationality, income, athletic ability, color of skin, etc. Each one of these areas has its oneness, twoness, threeness, or fourness, and children learn it from birth. They learn a self-concept as a 1, 2, 3, or 4 by the way other people treat them.

13. In summary, ask participants how they help persons overcome sex discrimination which may cause them feelings of oneness or twoness.

C. Small Group Problem Identification and Solving

1. Ask participants to form into groups of four, males and females.

2. Ask participants to identify power-related problems in their institutions dealing with male and female stereotyping. Examples might be a female chairperson in an nearly all-male department, an only female in an all-male department, an only male in an all-female department.

3. Ask participants to make suggestions about how they have dealt or might deal with these problems.

4. After about 15-30 minutes ask the large group, "What did you learn?" "What types of problems did your groups identify?" "What kinds of solutions did your group identify?"

D. Assertiveness Training

1. You may choose to mention assertiveness training as a way to help people gain power. If you are knowledgeable in this area, you may choose to present a mini-introduction to the subject.

2. Several references you may find helpful or you may suggest to participants are:

a. Jakubowski, P., & Lange, A. J. Responsible assertive behavior: Cognitive/behavioral procedures for trainers. Champaign, IL: Research Press, 1976.

b. Alberti, R. E., & Emmons, M. L. Your perfect right: A guide to assertive behavior. San Luis Obispo, CA: Impact Publishers, Inc., 1974.

c. Alberti, R. E. (Ed.). Assertiveness: Innovations, applications, issues. San Luis Obispo, CA: Impact Publishers, Inc., 1974.

3:15 VII. A Plan of Action or Where and How Do We Go From Here?

Purpose: To help participants personalize the experiences of the workshop for themselves and their work settings. To identify practices relating to sex equality which participants will continue doing. To articulate reasons for not becoming actively involved in sex equality concerns and to receive material to help them assess themselves and their institutions in this area.

A. Ask participants to form into groups of four.

B. Ask them individually to write answers to the following:

1. List five things relating to sex equality concerns that:

   a. I now do and I will continue doing.
   b. I now do and I will discontinue doing.
   c. I don't do now that I will begin doing.

3:25 C. Ask participants to share these things with each other in small groups.

3:45 D. After about 20 minutes ask participants for small group feedback.

1. Did any one thing seem to be mentioned more often than something else?

2. Was it difficult to find five responses to each item?

3. To which one could you have had more than five responses?

4. What conclusions, if any, did you draw from this exercise?

4:00 E. Ask the entire group, "What are reasons for not actively and continuously pursuing sex equality?" Your purpose here is to get these out in the open. Let people know that if they want excuses/reasons not to become involved in this area, there are plenty of them. Use your powers of influence/persuasion (natural authority) to convince them that this is the right thing to do and will ultimately benefit all of us.

4:10 F. Distribute the handout "Rate Yourself and Your Institution - A Checklist." Explain to participants that this is another tool to help them assess how they're doing.

4:15 VIII. <u>Evaluation</u>

Purpose: To receive feedback on the methods and results of the training.

A. Give each participant a copy of the "Workshop Evaluation" and ask them to complete it now.

B. A special note to trainers: Consider all of the information you receive from the evaluations. You may decide to change parts of the workshop or the style you use in presenting material. This is how a competent leader becomes more competent. Please don't read the evaluations as a <u>perfect</u> person who perceives any criticism as proof of imperfection. This approach will usually be characterized by your having feelings of anxiety and a nagging sensation of not doing well, as well as resentment toward the person who didn't like everything you did.

4:30 **Distribute Bibliographies**

"Suggested Resources," "Audiovisual Materials on Sex-Role Stereotyping," "Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories."

ONE-DAY (SIX-HOUR) TRAINING MODULE

An outline of the one-day module follows. Please refer to the specific directions for activities and dissemination of information listed in the two-day training module.

9:30	I.	Introduction
9:40	II.	Orientation
9:45	III.	Community Building
10:00	IV.	Facts I Thought I Knew About Sexism in Society/ Education/Counseling
10:30		Break
10:45	V.	Individualizing Sexism or Sex Equality Experiences That Have Made an Impact On Me
11:45	VI.	Individualizing Sexism With a Discrimination Life Line Or Sex Equality Experiences That Have Made a Positive Impact On Me
12:30		Lunch
1:30	VII.	Experiential Techniques You Can Learn and Take Back to Teach Your Counselors and Students
2:45		Break
3:00	VIII.	Counseling Interventions for Nontraditional Career Choices
4:15	IX.	Evaluation
4:30		Dismissal

TWO-HOUR TRAINING MODULE

An outline of the two-hour module follows. Please refer to the specific directions for activities and dissemination of information listed in the two-day training module.

The primary objectives of this module are to increase participants' awareness of their own and others' experiences in sex discrimination and to learn what they can do about them.

10:00 I. Introduction

A. Introduce leaders.

B. Give information on the organization, make-up, and work of the national commission.

C. Provide rationale.

D. Outline goal and objectives.

1. Goal: To increase sex equality in the training and supervision of counselors.

2. Objectives: To help each participant to:

a. Increase awareness and examine personal attitudes relating to female and male roles.

b. Increase knowledge of the impact of recent legal and economic changes relating to male and female roles.

10:15 II. Community Building

10:30 III. Facts I Thought I Knew About Sexism in Society/Education/Counseling

11:00 IV. Individualizing Sexism With a Discrimination Life Line or Sex Equality Experiences That Have Made a Positive Impact On Me

11:45 V. Where Do We Go From Here?

Purpose: To disseminate information on how participants can conduct further training in sex equality concerns and how they can systematically assess what they are doing now.

A. Tell participants about the one- and two-day workshops and how the material from these workshops can be integrated into existing classes, staff meetings, or inservice training.

B. Distribute copies of the handouts entitled, "Checklist for Assessing Bias in the Counseling Process,"

"Career Materials," "Interest Inventories," and "Vocational Education"; "Rate Yourself as an Institution." Encourage participants to use these instruments personally and with colleagues in their work setting.

C. Distribute copies of the bibliographies.

11:55 VI. Evaluation

A. Ask participants to complete the statements

1. "I learned . . . ."
2. "I need . . . ."

12:00 Dismissal

Another resource that has been developed to help counselors promote sex equality is A Handbook for Workshops on Sex Equality.[2] The activities of the Sex Equality in Guidance Opportunities (SEGO) Project were carried out under a 19-month contract from the Office of Education to the American Personnel and Guidance Association from June 1974 through January 1976. This was the first nationally coordinated effort to train and place in each state a trainer skilled in the issues of sex equality. Approximately 320 workshops were held under the Project's direction and funding in 1975.

The goals of the Project were to help counselors, teachers, and administrators to: (a) become aware of the need to rid guidance programs of sex role stereotyping; (b) broaden and deepen awareness of and sensitivity to the myths and stereotyping that support sex bias and sex discrimination; (c) recognize the double discrimination affecting minority girls and women; (d) recognize the need for attitudinal and behavioral change in one's own sex role stereotyping; and (e) develop a commitment to encourage a similar change in others. The outline of a typical workshop is listed here. For specific activities and resources to be used in the workshop, the reader is referred to the Handbook.

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[2] Information on A Handbook for Workshops on Sex Equality may be obtained from the American Personnel and Guidance Association at Two Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041.

8:30 a.m. Registration and Gathering Time

Have participants fill out name tags with school or agency affiliations. On a central registration sheet at the door write names, affiliations, and mailing addresses. Try to have everything ready so that at 8:30 you are free to circulate and talk. This will help you get some perspective on the attitudes of your group before the workshop begins.

9:00 Welcome

Give a very brief outline of the day's plans. At this workshop participants will:

- Participate in a "working" workshop because you know they want their time to be well spent.
- Gather information and ideas for sex equality in education.
- Engage in some activities to point up these ideas.
- View a film (or whatever media you have planned).
- Have a one-hour lunch period.
- Develop their own strategies for change.
- Begin right away with an activity.

9:05 Opening Activity

Break up into small groups of no more than four or five, with women and men in each group. Encourage people to form groups with those they don't already know. Use the count-off method if necessary.

Circulate among the groups while they are working. Listen unobtrusively and do not get involved with the group's plans or in answering involved questions. You want their thinking at this point, not yours.

You may pick up material (misinformation, stereotypes, etc.) to which you will wish to respond in your own presentation without, of course, identifying anyone in the group.

Have each small group report back with their ideas and information.

9:20 Overview of Sex Equality in Education

You will now know something about the attitudes and level of the group. Make your first informational presentation using the backup material in the workbook.

- Review the statistical reality which indicates the need for a fresh look at our long-range projections for our students (page 3).

- Emphasize legal requirements for sex equality in educational institutions based on Title IX of the Education Amendments of 1972. Indicate that you will give more details on Title IX later in the day.
- Point out the double discrimination which affects women and girls of cultural and ethnic minorities citing some of the statistical information.
- Highlight significant areas where school systems can expand or constrict the aspirations and expectations of students through:
  --different treatment and expectations for girls and boys
  --curricular materials
  --counseling and guidance activities and materials
  --sports activities

Allow time for questions and discussion.

9:45 Group Activity

Try to be flexible enough to be responsive to the group. This will become easier as you gain more experience. Now may be the time for a complicated activity involving small groups, or a large group activity such as listing adjectives traditionally associated with males or females. Your choice also may be dependent on time factors.

If the previous discussion and question period was of some length, you may need to do a short activity or eliminate it altogether.

10:00 Media Presentation

Have everything ready, so that the equipment need only be rolled into position and turned on.

Allow time for discussion of the presentation.

10:30 *Break*

10:45 Title IX

Explain that you are highlighting Title IX, that you don't claim to be an expert on the law.

If you have sent away for free copies of Title IX and its implementing Regulation, you can pass them out and, using your own already marked copy, take the group through the Regulation highlighting some areas.

This procedure makes the law real by making it specific. It becomes something each person can read and understand.

Depending on the composition of your group, different areas may be emphasized. General highlights:

- No sex-discriminatory classes or sex-discriminatory requirements such as shop or home economics.

- No sex discriminatory work-study programs.
- No sex-biased counseling or counseling materials.
- Integrated physical education classes.
- Equal opportunity in sports.

Questions and discussion.

For those who would like additional information on the law, you can offer the address of the Department of Health, Education, and Welfare, Office for Civil Rights, Washington, D.C., and the addresses of the ten regional offices. These offices will provide more detailed explanation.

11:15 Group Activity

Selection depends on the needs of the group and time factor.

11:30 Display of Printed Material

If you have set up a display table of materials, take the time to go over it and highlight one selection from different areas: counseling, curriculum, statistics, etc.

It helps to hold up a book or a pamphlet, state its title, tell what it covers, perhaps show an example: A Women's Bureau pamphlet on statistics can be identified and one or two important statistics cited.

Give participants time to browse through the material and suggest they continue to do so during lunch.

12:00 *Lunch*

It is preferable to eat on-site for two reasons:

1. Persons don't get delayed at restaurants thereby holding up or missing part of the afternoon session.
2. More important, staying together informally, perhaps with a brown bag lunch, allows participants to talk to each other and to the leader and generally process the information delivered in the morning.

1:00 Short Media Presentation or a Time for Questions

Ask the participants if they have any questions they would like to raise as a result of the morning's work. By now, participants should feel more comfortable with each other and might now offer some questions which they were not ready to share in the morning.

1:30 Strategies for Change

Talk about the need to use and to pass along the information and ideas they have gained during the day. Break into small groups and begin to develop change strategies. Assign "Career Awareness Night" to some groups and have

others work on "My Colleagues." Share problems and solutions with the total group.

Do "The Buck Stops Here" and discuss in small and large groups.

2:30 Closing Remarks

Summarize:

- Expanding and changing roles of girls and boys, men and women;
- The need to look freshly at old stereotypes; and
- Title IX and other related laws which make sex discrimination in schools illegal.

If you can provide the service, ask the group if they would like the registration list duplicated and sent to each member so that they can be resources for each other. If you cannot do this, perhaps someone else in the group will take on the job.

2:50 Evaluation Sheets

If you are using an evaluation sheet, ask participants to fill it out now.

Many individuals are uncomfortable about handing in an evaluation sheet if they think the leader will know whose it is. We recommend unsigned comment forms. Ask them to leave the evaluation in a suitable place--perhaps a chair near the front of the room--rather than hand it to you.

After the Workshop Is Over

Many persons with one last question will want to speak to you at the end of the day. Be sure your schedule does not require you to leave before you respond to these individuals. This time may provide extra impetus for some participants to decide finally on a commitment to change.

Programs That Promote Sex Equity

This section describes two programs and two useful resources that promote sex equity: Project HEAR (Human Educational Awareness Resource); Equal Vocational Education; Sex Discrimination in Guidance and Counseling; and Correction of Sex Discrimination and Sex Stereotyping in Education.

Project HEAR

Project HEAR (Human Educational Awareness Resource) is a career education program that was developed by Cogent Associates (1977)[3] of Princeton, New Jersey. The materials are designed for use at the primary, intermediate, and secondary levels. The emphasis in each level is on the self. According to the HEAR material, only when the self is understood can the person explore the world of work and make wise career choices.

Students who use HEAR are exposed to: (a) the concepts of growth and change; (b) the ingredients of self (needs, skills, strengths, aptitudes, feelings, motivations); (c) a variety of work-related information and how this information relates to self; (d) the art of choosing, with practice in looking at alternatives and making decisions. The Project HEAR material is experiential, encouraging individualization, participation, disagreement, discussions, group process, and assisting participants to acquire skills that answer questions about "Who am I?" "What is work?" "What are my choices?" "How do I make a decision?"

Project HEAR's developers delineate the following goals for each school level:

1. Elementary school students who participate in the program will show a significant change in attitudes towards the world of work as evidenced by a change in perception of occupational stereotypes; and a change in preference for sex-asynchronic occupations, that is occupations in which men/women outnumber each other by a ratio of 2-1.

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[3]Address of Cogent Associates is 575 Ewing Street, Princeton, NJ 08540.

2. Middle school students who participate in the program will demonstrate a significant increase in knowledge of the world of work.

3. Secondary school students who participate in the program will demonstrate a significant increase in consistency of occupational preference with occupational interest.

Project HEAR was field tested and evaluated over a three-year period by the developers. In addition, a U.S. Office of Education validation team termed Project HEAR a program which "has acquired statistically and educationally significant results in the attainment of its goals, proved cost effective, and is exportable" (Cogent Associates, p. 7).

Project HEAR's Material can be implemented in any classroom with minimum training by teachers and administrators. The costs of implementation involve staff training and purchasing the materials.

The learning units for each grade level are outlined below:

Primary Learning Unit

A. 30 consumable individual Student Workbooks, "Whatcha Gonna Be?," designed to give students knowledge about self, the world of work, and decision-making skills.

B. A Teacher's Manual designed to give teachers the rationale for HEAR's curriculum, the philosophy, the learning sequence, an explanation of each activity contained in the Student Workbook, plus additional suggested activiites and discussion topics.

C. 30 nonconsumable, individual "Storybooks" containing two original fiction short stories: "Everybody Gets Scared Sometimes," and "Dreams Sometimes Have to Wait." These stories are intended to portray men and women in realistic alternative role models; to expose students to a variety of occupations; and to promote discussion about feelings, emotions, and the affirmation of a positive self-image.

D. A cartooned film-strip and accompanying cassette, "What Can I Be?" intended to encourage students to view traditionally stereotyped occupational roles as suitable for both men and women.

E. A set of 30 slides, "Images," to be used in conjunction with those sections of the Student Workbook concerned with self-exploration and exploration of the world of work.

Intermediate Learning Unit

A. 30 consumable individual Student Workbooks, "Whatcha Gonna Do?," designed to give students knowledge about self, the world of work, and decision-making skills.

B. A Teacher's Manual to serve the same purposes outlined for the Primary Learning Unit.

C. 30 nonconsumable individual storybooks, "A Couple of Compendious Vignettes or Two Short Stories," and two original fiction short stories, "What do you do at the hospital, Mom?" and "The missing link." These stories are used in conjunction with the Student Workbook section on the world of work and focus on 18 occupations within the occupational fields of Health and Government which are projected to expand over the next ten years. Special care has been taken to ensure the nonstereotypic portrayal of the characters.

D. "Images" (see Primary Learning Unit), with an additional 18 slides picturing 18 persons performing nonstereotyped occupations.

E. An instructional simulation card game, "HEAR's Careers," designed to give students information about the education and/or training requirements for a selected set of careers; the differences and relative degrees of difficulty for males and females in achieving those careers. Career Record Sheets are included with the game.

F. 30 nonconsumable individual legal rights brochures entitled, "A Guide For Women: The Law & Employment," designed to acquaint young women with their rights and responsibilities in the world of work.

Secondary Learning Unit

A. 30 consumable individual Student Workbooks, "Working It Out," designed in a self-teaching response-reinforcement format. Students move from exploration of self-awareness to exploration of social awareness, concluding with experiences in decision-making.

B. A Teacher's Manual to serve the same purposes as outlined for the Primary Learning Unit.

C. A cartooned filmstrip, and accompanying cassette, "The Dreamer," designed to acquaint students with the concept that any decision relating to occupational choice is directly correlated and begins with knowledge about self.

D. A manual key-sort, "Occupational Resource Card System," containing 850 occupations derived from the ten occupational classifications of the Dictionary of Occupational Titles. Each occupation is coded according to 18 variables of occupational characteristics. In the process of using the system, the student acquires both the specific occupational information and practice in establishing priorities among job-related variables.

E. 30 nonconsumable individual legal rights brochures, "A Guide For Women: The Law & Employment," designed to acquaint young women with their rights and responsibilities in the world of work.

Equal Vocational Education

Equal Vocational Education (EVE) is authored by Jane Lerner *et al.*

Texas educators were concerned that girls in Texas were not participating fully in vocational education programs. The concern was whether this small number represented a lack of interest on the part of the girls or whether it indicated discriminatory practices in recruitment. Using Part C research funds, the Texas Education Agency decided to answer this question. By committing its own funds for research, Texas was among the first states in the nation to research the problems of vocational education for females.

The Center for Human Resources of the University of Houston was funded in 1975 by the Division of Occupational Research and Development to develop a model program for schools in Texas to eliminate discrimination in the technical and industrial vocational programs. Sam Houston High School was chosen as the demonstration school for the development of the project activities because it was a large urban high school with both academic and vocational programs. Sam Houston's student population included three ethnic groups: Anglo, Spanish-surnamed, and Black. Auto mechanics, radio and television repair, air conditioning and refrigeration, metal trades, and environmental technology were the traditionally male vocational courses taught at Sam Houston. Before the research project began, no girls were either enrolled or registered to enroll in any of these courses.

The primary objective of the project was to develop a model adaptable throughout Texas that would enable school districts to develop and maintain female enrollment in vocational programs that had traditionally been dominated by males. The project also had secondary objectives: (a) providing information to female students about the educational and career opportunities available through vocational education; (b) recruiting females into traditionally male vocational classes; (c) providing the necessary support services to females enrolled in the traditionally male vocational courses; (d) informing teachers, parents, and the community in general about the availability of good jobs for women in fields traditionally dominated by men and the ability of women to perform in these jobs; and (e) improving the image of vocational education so that students, parents, and teachers would see it as a viable alternative to traditional academic courses.

In order to evaluate the effectiveness of the project activities, a pre/post questionnaire was developed and administered to potential female students while they were in junior high school. The questionnaire included the following areas: attitudes toward women working, toward women in traditionally male jobs, toward vocational education, and toward nontraditional vocational courses for girls; information about women in the labor market; and projections about the females' future plans. One of the primary findings of the pretest was how little females knew about the labor market and their own futures in it.

During the 1975-76 school year, six females were recruited into auto mechanics, radio and television, and plumbing. The project staff communicated frequently with the girls to monitor their progress and to solve any problems that arose. The staff also developed a formalized recruitment program that could be adopted by other schools during the 1975-76 school year. The program was a self-contained classroom presentation and included games, slide/tape presentations, case studies, and labor force data as stimulus materials.

The project was piloted with 228 sophomore girls at Sam Houston who filled out an evaluation form after each class. Project staff felt that the evaluations were positive. Programs were later scheduled in nine other high schools. Two girls graduated with skills in plumbing and auto mechanics. Others signed up for auto mechanics, air conditioning, metals, radio and television, and plumbing.

The staff made the following recommendations:

1. Every vocational program in the State should examine all vocational materials to see if they do truly depict both sexes in all areas.

2. All exhibits, publicity, news articles, and brochures that relate to any training or career should show both males and females in every area.

3. Other materials in the counselors' offices should be reviewed for possible sexist orientation.

4. Teachers and counselors should make every effort to get to know employers in their community.

5. Women in skilled/craft jobs in the area should be recruited as speakers in the classroom.

Sex Discrimination in Guidance and Counseling

The main focus of "Sex Discrimination in Guidance and Counseling" by Harway, et al. is on vocational guidance in secondary and post-secondary education. The report identifies six areas which contribute to sex discrimination in guidance and counseling by counselors, clients, and counselor educators:

1. Socialization, which plays an important role in shaping the education and career decisions of young people, reflecting the sex-role biases of the surrounding society.

2. The counselor training field, reflecting the biases and sex-role stereotypes of the larger society.

3. Counselor trainers and training rationales which reinforce existing biases or produce attitudes and values that interfere with equitable counseling practices.

4. Tests (personality, interest) and other source materials used to assess clients and assist them with their educational, vocational, and personal decisions, reflecting sex-role biases.

5. Negative outcomes of counseling, reflected in students' educational and career decisions which indicate acceptance of sex-role stereotypes.

6. Use of traditional approaches in counselor training and procedures that maintain stereotypes.

One objective of counseling according to Harway, et al. is to expose students to all the possible goals for which they can strive. These authors define sex bias in counseling as any condition which limits a client's options solely because of gender, including limiting expression of certain kinds of behavior because these have been traditionally appropriate for one sex. Sex bias in counseling in many cases is overt, e.g., the counselor suggests that a female not enroll in math because females are not good in math. On the other hand, sex bias can be covert, e.g., the counselor suggests that females excel in jobs that are clerical in nature.

Harway, et al. challenge counselors to play a more active role in encouraging women to seek nontraditional careers and charge them with the responsibility for helping women to develop to their fullest capacities rather than along stereotypical lines.

The report also includes research data on student background characteristics that may affect the counseling setting; the effects

of socialization on the sexes; sex-role perceptions, self-concept, and achievement motivation; the composition by sex and race of counselor trainers and counselors in practice; counselor training and certification programs; the effects of race and sex on counselor behavior and the attitudes counselors hold toward the two sexes; surveys, tests, materials, theories of guidance, textbooks through the years; and counseling theory specifically as it affects the sexes.

The authors make the following recommendations for future research:

High School Level

1. More minority women than men complete high school and go on to postsecondary education. Disproportionate numbers of minority men may perceive that their options are limited to post-high school employment or to military service. How influential is the military in channeling minority men out of the educational mainstream?

2. Traditionally, programs for the disadvantaged have tried to change individual students rather than the school systems that produce those students. Some educators suggest that the money spent on such programs could be better used in attempts to change the institutions that produce differentially prepared and motivated students. Researchers should examine the school system and the counseling (both informal and formal) that result in differential treatment, with an eye toward changing both.

College Level

1. College counseling services are often segmented, utilizing separate locations for vocational services, job counseling and placement services, financial aid counseling, and personal-social counseling. Does this specialization and lack of coordination have differential effects on men and women?

2. At the college level there appears to be a hierarchy in student counseling. Many counselors give top status to personal-social counseling and second-class status to vocational counseling. What effect do these attitudes have on the counseling a student receives?

3. How are assignments of students to counselors made? Are the race and sex of both parties considered? Is a student assigned to the first counselor available?

4. Some colleges are experimenting with outreach counseling programs, that is, counselors are assigned to certain subject areas or to particular schools. Are men counselors assigned to engineering and women counselors to home economics? Such assignments would have clear implications for the two sexes.

Correction of Sex Discrimination and Sex Stereotyping in Education

Sex Discrimination and Sex Stereotyping in Education by Allen, et al. examines legislation which affects sex discrimination in education; myths and employment of women; future trends in employment, counseling, teacher behavior, instructional materials; solutions for change; and the importance of having women represented in administrative positions in public education. These authors identify four myths associated with the employment of women that must be corrected before opportunities in education and employment are equalized.

Stereotype I: Girls will marry and will spend the rest of their lives in the suburbs happily raising children and keeping house.

Stereotype II: Women are really happy as they are and do not want to work; they are not willing to take on the heavy responsibilities of men.

Stereotype III: Women are not available for jobs involving late hours, overtime, or weekend work or travel because they are busy running homes and raising children.

Stereotype IV: Neither men nor women like to be supervised by women; thus, women should not be placed in responsibility-laden positions.

According to these authors, sex discrimination and sex stereotyping occur before a person ever begins formal education--when little girls dressed in pink play with dolls and little boys dressed in blue play with trucks; when girls "automatically" play nurses or secretaries and boys play doctors or policemen. These early attitudes are molded through the interactions of family, peer, religious, and community influences.

Allen, et al. suggest a number of reasons for the persistence of sex labels in certain jobs:

1. Teaching, nursing, and secretarial work have traditionally been classified as "cheap" labor even though these occupations are actually skilled labor.

2. Training required for these occupations is acquired before employment; thus employers need not invest time and money in training on the job.

3. Since these lower level jobs do not require long-term commitments or extensive sacrifice of time, they are well suited to the job requirements of individuals classified as "second income earners."

4. The universal availability of these occupations lends itself to the mobility of married women.

5. These jobs have traditionally been held by women.

Allen, et al. offer the following suggestions for avoiding sexist discrimination:

1. Change course titles, such as "autobody repairman" to "autobody mechanic."

2. Distribute catalogues and brochures describing vocational programs without the emphasis on sex-stereotyping. For instance, avoid the exclusive use of the pronoun "he" when referring to most programs and "she" when referring to secretarial and nursing courses.

3. Re-arrange physical facilities of the classes traditionally attracting male or female students so that they are situated near each other.

4. Publicize course offerings in nontraditional locations such as beauty shops, or in the women's section of newspapers or bank mailers.

5. Increase the ratio of females to males on advisory committees. It will take counselors, teachers, administrators, students, publishers, and the community in general working together to eradicate many of the stereotypes prevalent today in employment opportunities for women.

Legislation Which Promotes Sex Equity

The Women's Educational Equity Act

The Women's Educational Equity Act (WEEA), part of ESEA, was enacted on August 21, 1974. Its main function has been to provide, through grants

and contracts, educational equity for women and girls. In 1978, as part of ESEA and WEEA, the Women's Program Staff of the Office of Education ran a discretionary grants program to fund projects with high replicability and wide impact. The Act authorized the creation of the National Advisory Council on Women's Educational Programs to advise on the attainment of educational equity.

The Career Education Incentive Act

The Career Education Incentive Act was signed by President Carter in December, 1977. The Act authorizes $400 million over a five-year period for career education, and emphasizes the elimination of sex bias and stereotyping in all program areas.

Title IV--The Higher Education Act of 1965 (Student Assistance)

Title IV of the Higher Education Act of 1965 provides federal financial assistance to needy students in postsecondary education. Five programs are included in this Act: (1) BEOG--Basic Educational Opportunity Grant Program; (2) SEOG--Supplemental Educational Opportunity Grant; (3) SSIG--State Student Incentive Grant; (4) CWS--College Work Study Program; (5) TRIO--Special Programs for Students from Disadvantaged Backgrounds, Special Services for Disadvantaged Students, and Talent Search. The SEOG and CWS are financial aid programs based at local institutions. Students applying for the BEOG must go through a national application process. The TRIO programs are special projects designed to overcome cultural, economic, or physical handicaps and other obstacles that prevent talented students from completing secondary or postsecondary education.

Title IV--The Civil Rights Act of 1964 (Desegregation of Public Schools)

Title IV is the only national program with funds designated to provide technical assistance in overcoming sex discrimination in elementary and secondary schools. It provides expert consultation and employment training to public schools with problems or special needs incident to desegregation on the basis of race, color, religion, sex, national origin, or language.

Title V--The Higher Education Act of 1965 (Cooperative Education)

This program is designed to assist postsecondary institutions in

developing, strengthening, or expanding education programs which combine work and study experiences. The purpose of the employment is to enable students to obtain funds for their education and job experience related to their academic or occupational objectives. Title V also provides grants and contracts for training administrative personnel and conducting research into ways to improve programs. Institutions participating in this program are required to match the federal funds they receive.

Title VI--The Education Amendments of 1976 (Title III, Part D, Guidance and Counseling

This program authorizes three guidance and counseling initiatives:

1. Provide programs, projects, and leadership activities by the states.

2. Increase coordination of guidance and counseling activities at federal, state, and local levels.

3. Improve the qualifications of guidance and counseling personnel with emphasis on inservice training related to the world of work.

Title VII--The Elementary and Secondary Education Act

This program provides funds for educational research as well as special programs for students from low-income families, for other disadvantaged children, and for other purposes.

Title IX--Regulations Implementing Education Amendments of 1972

Title IX prohibits sex discrimination in Education. It states that:

> No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Recruiting students. The recruitment of students is not an issue at the elementary and secondary levels. It is an important concern to postsecondary institutions because of the growing competition for college students. Title IX addresses issues in the recruitment process that involve written materials, e.g., brochures, catalogues, and applications. Recruiters and admissions personnel must make sure they do not discriminate against women in their campus units, interviews, and correspondence.

Admission programs. Title IX exempts only the following types of institutions from its admissions provisions: private undergraduate institutions, preschools and elementary and secondary schools (other than vocational), and single-sex public undergraduate institutions. The following types of institutions must adhere to Title IX sex discrimination admissions policy: public coeducational undergraduate institutions, vocational schools (including vocational high schools), professional schools, and graduate schools.

Awarding of financial aid. The financial aid practices of an institution are not exempt from the requirements of Title IX, even though admissions policies may be. The law requires that in awarding financial assistance to its students, an institution may not, on the basis of sex:

1. Provide different amounts or types of such assistance, limit eligibility for such assistance, apply different criteria, or otherwise discriminate.

2. Through solicitation, listing, approval, provision of facilities, or other services, assist any foundation, trust, agency, organization, or person which provides assistance to any of such recipient's students in a manner which discriminates on the basis of sex.

3. Apply any rule or assist in application of any rule concerning eligibility for such assistance which treats persons of one sex differently from persons of the other sex with regard to marital or parental status (P. 24142, 86.37).

Counseling students. In reference to the counseling of students, Title IX states that:

1. A recipient shall not discriminate against any person on the basis of sex in the counseling or guidance of students or applicants for admission.

2. A recipient which uses testing or other materials for appraising or counseling students shall not use different materials for students on the basis of their sex or use materials which permit or require different treatment of students on such basis unless such different materials cover the same occupations and interest areas and the use of such different materials is shown to be essential to eliminate sex

bias. Where the use of a counseling test or other instrument results in substantially disproportionate numbers of members of one sex in any particular course of study or classification, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination in the instrument or its application.

3. Where a recipient finds that a particular class contains a substantially disproportionate number of individuals of one sex, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination on the basis of sex in counseling or appraisal materials or by counselors. (P. 24141, 86.36)

Single-sex courses and programs. If institutions offer home economics only to females and auto mechancis only to males, this is a violation of Title IX. Courses must be open to all students. Some courses will continue to consist primarily of one sex because of different interest patterns of women and men.

Vocational education programs. Title IX prohibits discrimination in vocational education programs, including vocational programs at the high school level.

Vocational education programs must adhere to the open admission policy in accepting females and males on an equal basis. Female students will enroll in many of the programs that have been dominated by male students. Some vocational educational programs may continue to be dominated by male students simply because of high male interest in these areas rather than discrimination.

Recommendations

The author recommends that the following actions be taken by those who would seek to eliminate sexual discrimination in education:

1. Counselor education programs should include sex equity workshops as part of the total graduate program.

2. Counselors and counselor educators should attend sex equity workshops.

3. Men in the counseling profession should assist in conducting sex equity workshops.

4. More men should attend sex equity workshops.

5. Counselors need to be strong advocates of legislation which seeks to remove traditional barriers against women.

6. Counseling education programs that promote sex equity should be identified by some Division with the American Personnel and Guidance Association.

7. Counselors should work to eliminate biases they hold against women.

8. Institutions should promote more women to department chairpersons in counselor education programs.

9. Continual efforts should be made to elect women to key positions in APGA.

10. The federal government must monitor more closely programs that are designed to promote sex equity.

11. Additional research is needed to determine whether student personnel departments are meeting the needs of women students.

12. Sex equity programs must begin in kindergarten classes.

13. Women students must be encouraged to enroll in nontraditional programs.

14. Financial aid officers should encourage women to apply for grants and fellowships rather than loans to finance their education.

15. Colleges and universities should encourage employment recruiters to employ women.

16. Employers who have demonstrated that their programs treat the sexes equally should continue to participate in college career day programs.

17. Higher educational institutions should provide child care centers for women students.

18. Women students need female role models in higher education.

Summary

This monograph has attempted to identify the role of the student personnel worker in counseling women students returning to higher education; examine the needs of women students--social, psychological,

and academic; discuss reasons why women return to school; examine evidence indicating whether women students utilize a student personnel department; and highlight the need for changing or modifying admissions requirements of colleges and universities.

Two workshops that promote sex equity, developed in conjunction with the American Personnel and Guidance Association, were outlined. These workshops are designed for counselors, counselor educators, administrators, teachers, students, and anyone engaged in the helping professions. Several model programs that promote sex equity were also discussed. These programs indicate what an institution and/or local community can do to eradicate discrimination against women and girls. Some of these programs can be adopted by other institutions with minimal personnel training and cost. The final part of the paper reviewed legislation which addresses sex discrimination in educational institutions.

College administrators, counselors, and faculty members must realize that they are working with a new breed of women students. These students are seeking nontraditional majors (science, law, engineering) instead of traditional ones (nursing, teaching). Educators must be prepared to assist and encourage women students as they make these choices.

In many cases, colleges must update admissions requirements to eliminate some traditional requirements that often create barriers for women wanting to return to school. Institutions of higher learning must also employ females to act as successful role models and must design special programs for women to help them meet their special needs and cope with the problems they encounter once they get to the institution. And, finally, if women are going to benefit fully from the recent laws enacted to promote sexual equity, many educators must work to change their existing attitudes and biases regarding the education of women and girls.

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